DOCUMENT RESUME

ED 332 570 HE 024 511

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TITLE The Creation of a Strategic Planning Model for the Student Development Department at Winnipeg Bible College: Governance and Management.
PUB DATE Feb 91
NOTE 46p.; Ed.D. Practicum, Nova University.
PUB TYPE Reports - Research/Technical (143) -- Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Administration; Foreign Countries; *Governance; Higher Education; Institutional Administration; Models; Planning; Policy Formation; *Student Development
IDENTIFIERS *Strategic Planning; *Winnipeg Bible College MB

ABSTRACT

The study sought to design a strategic planning model to be utilized in the Student Development Department at Winnipeg Bible College in Otterbourne, Manitoba. The objective of the project was to assimilate all processes of departmental planning into one comprehensive, systematic construct. Procedures involved: the collection and categorization of sample planning models from seven universities, colleges and organizations; a literature review to identify relevant studies which confirmed the necessity of institutional planning, and suggested formats for planning procedures and helpful models and resources related to the formation of a planning model. The result of the study was the development of a planning model for the Student Development Department. The model was validated and approved for implementation. It was concluded that the newly developed strategic planning model was appropriate and fundamental to the successful organization of the department and that it could be instrumental in generating greater efficiency and accountability in organizing and implementing departmental duties. It was recommended that the planning model be implemented as part of the departmental planning procedures for the 1991-92 fiscal year, and that an overall institutional planning cycle and schedule be implemented at the Winnipeg Bible College. Appended is the strategic planning process model with explanations. Four references. (LPT/AUTH)

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THE CREATION OF A STRATEGIC PLANNING MODEL FOR THE STUDENT DEVELOPMENT DEPARTMENT AT WINNIPEG BIBLE COLLEGE

Governance and Management

by

Arnold Friesen, M.A.

Winnipeg Bible College

Dr. Charles Collins

Regional Cluster Coordinator

A Practicum Report presented to Nova University in partial fulfillment of the requirements of the degree Doctor of Education

Nova University

February, 1991

HE 024 511

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Abstract of a Practicum Report Presented to Nova University
in Partial Fulfillment for the Requirements for the
Degree of Doctor of Education

THE CREATION OF A STRATEGIC PLANNING MODEL FOR THE STUDENT DEVELOPMENT DEPARTMENT AT WINNIPEG BIBLE COLLEGE

by

Arnold Friesen

February, 1991

The major purpose of this study was to create a strategic planning model to be utilized in the Student Development Department at Winnipeg Bible College, in Otterburne, Manitoba. The problem that prompted this study was that no comprehensive planning strategy and paradigm existed in the Department. Thus, the research question was, "What is an appropriate strategic planning model for the Student Development Department at Winnipeg Bible College?"

Procedures involved the collection of relevant resource materials and sample planning models. From these documents and current planning procedures and policies, a strategic planning model was formulated. Departmental staff were consulted for input and recommendations. The Vice-President for Development validated the planning model. The final draft of the planning model was approved by the President of the college for later implementation. The result of this study was the development of planning model for the Student Development Department. The

most significant conclusion derived from the results of this study was that the newly developed strategic planning model was appropriate and fundamental to the successful organization of the department. It was also concluded that the planning model could be instrumental in generating greater efficiency and accountability in organizing and implementing departmental duties.

Recommendations included that the planning model be implemented as part of the departmental planning procedures for the 1991-92 fiscal year. It was further recommended that a complete planning manual, incorporating the newly created planning model, be developed specifically for all significant events and activities organized by the Student Development Department. It was also recommended that the newly created planning model be presented at professional development conferences, for student deans, in response to the apparent lack of availability of such models. Finally, a recommendation was made that an overall institutional planning cycle and schedule be implemented at Winnipeg Bible College.

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Chapter 1

INTRODUCTION

Background and Significance

Winnipeg Bible College (WBC) is a rural, private, post-secondary, Christian institution offering one, two, three, and four year programs to three hundred students. Over the last five years, administrators at Winnipeg have become increasingly more concerned about the overall institutional planning procedures. Each department has been encouraged to develop a system of planning to ensure fiscal accountability and to instill a general confidence in the visionary direction setting.

The purpose of this study, therefore, was to design a strategic planning model for the Student Development Department at Winnipeg Bible College. The objective of this project was to assimilate all processes of departmental planning into one comprehensive, systematic construct.

One facet of the responsibilities of the Student Development Department is the annual planning and production of numerous events, functions, printed documents, and seminars. However, the creation of a comprehensive strategic planning paradigm has never been attempted in the history of the department. The departmental staff of Winnipeg Bible College have indicated the necessity of such a model to ensure efficient organization, and implementation of departmental duties.

Strategic planning is important to any organization but particularly so for student affairs and services in an

educational context. It was anticipated that this planning product would enhance the overall effectiveness in procuring and evaluating departmental programming.

A comprehensive review of literature was conducted to determine the availability of similar planning models and significant findings related to this project. Particular attention was given to planning models of other colleges and organizations. "Student development," "student personal services," "student services," "strategic plan," "post secondary education," "church related colleges," and "theological education" were descriptors used in an ERIC search for relevant periodical article.

In the Governance and Management Seminar, the responsibility of university or colleges to formulate concise structures for planning was made clear. The development of a departmental planning scheme, within the larger context of Winnipeg Bible College, was one manifestation of that awareness. In that this study was generated to fulfill the mandate of sound management practice, it was clearly an appropriate practicum.

Research Question

The statement of the research question was as follows: " What is an appropriate strategic planning model for the Student Development Department at Winnipeg Bible College?"

Chapter 2

REVIEW OF THE LITERATURE

An extended review of literature was conducted to determine the essential dynamics of a planning model related to student services or student affairs. Employing different sets of descriptors in an ERIC search, a number of relevant journal articles were discovered. However, the literature available on the topic of student services planning models was limited, so this study included other related sources. The literature reviewed was then organized under three classifications as follows: first, the necessity of institutional planning; second, an overview of suggested formats for planning procedures; and third, helpful models and resources related to the formulation of a planning model for the Student Development Department at Winnipeg. Within each classification, chronology of publication dates was generally utilized for organizational purposes.

The necessity of institutional strategic planning has been the subject of extensive discussion over the last four decades (Norris and Poulton, 1987:163-193; Simerly, 1987:1; Shirley, 1988:5; Lisensky 1988:16). Two of the foremost planning and management theorists, Allen (1964) and Drucker (1974), have made major contributions to the science of strategic planning. Their literature has consistently confirmed the importance of planning for the ultimate survival of any organization. Allen (1964:100) states:

> Industry leaders, convinced that their future success depends as much upon the thought that their managers give to

> planning as to process and technology, expect managers at all levels, from first-line supervisor to top executive, to devote a substantial portion of their time to planning before taking action.

Concurrently, Drucker (1974:121) asserts that, "management has no choice but to anticipate the future, to attempt to mold it, and to balance short-range and long-range goals."

Furthermore, Ludeman and Fisher (1989:249) have established the importance of planning at the college level when they state: "Strategic planning has become a commonly used process in higher education, a process that can be the social cement that holds organizations together."

A variety of formats for planning procedures have been posited by several researchers. Groff (1983) identifies the following strategic elements of an institutional plan:

> assessment of the external environment, ways of auditing institutional strengths and weaknesses, and ways of matching institutional or system strengths with opportunities in the external environment through the process of strategic goal setting.

Similarly, the Alabama State Department of Post Secondary Education (1987:20) established the following key elements in strategic planning:

> To set priorities, to assess results and guide improvements, to redirect resources for optimum impact, and to obtain the additional resources necessary to produce critical new benefits.

More recently, Shirley (1988:5) has determined the significant procedures of strategic planning when he describes it to be "a process that articulates institutional mission, weighs external opportunities and threats, gauges internal strengths and

weaknesses, and determines appropriate action." Shirley (1988:6) proceeds to further highlight the importance of mission clarification when he declares that, "defining the mission of the institution is the first and most fundamental component of the overall institutional plan."

Gurowitz, Trochim, and Kramer (1988:226-227) cite three activities of the process of planning as diagnosis, formulation, and execution. An earlier study by Tincher (1983:443) has presented a series of logical planning steps. He states:

> These steps include recognizing the need for planning and implementing a time planning cycle that encompasses identifying the problem, assessing environmental constraints, stating goals and objectives, defining program structure, budgeting, and assessing outcomes.

Along with the master plan, formulation of companion plans is considered essential. Ryans and Shanklin (1986:10-11), in describing these contingency plans, state that they "will not be entirely new plans; instead, they will basically constitute modifications of the master plan."

The function of the allocation of resources is so vitally linked to planning that it is almost impossible to engage one without considering the other (Davies and Davies, 1985:209; Tuckman and Johnson, 1987:61; Simerly, 1987:21; Leslie, 1987:194). It follows, that any effective planning model must ensure that careful resource assessment be conducted concomitantly with other prescribed planning functions.

Lisensky (1988:15) has suggested that an important characteristic of the planning process is the wide participation

within the campus community in a way that generates good understanding and support. Ownership of the planning process by the institution's personnel is a fundamental ingredient to effective mobilization toward mission accomplishment.

Strategic planning will most often result in a product such as a written document "that enables all personnel to comprehend, analyze, and critique the goals, objectives, and strategies that are being used to achieve the organization's mission" (Simerly, 1987:12). Evaluation or measurement is also an important function of the planning process (Gordon and Wiest, 1988:116, London, 1988:220).

A number of organizations have been consulted and a variety of planning models have been collected. The long-term planning model from Philadelphia College of the Bible (1990-91), Messiah College's "Blueprint for the Future" (1990), and Tabor College's "1983 Self Study" collectively offered some helpful ideas in the creation of a planning model for the Student Development Department at Winnipeg Bible College. Rogers' (1990) "Applied Strategic Planning Model," and Van Ausdle's (1980) "Comprehensive Planning Process," were instruments that provided very useful components in the development of the planning model.

In summary, the researchers surveyed generally concurred regarding the key characteristics of an effective planning model. The most significant components of such a model are presented in synopsis form as follows:

1. pre-planning function which includes, the recognition for the need to plan, a values profile, institutional mission clarification, an assessment of future trends, and an external and internal audit;
2. planning function which includes, the departmental mission clarification, objectives clarification, needs assessment, strategic and operational planning (setting of priorities, determining appropriate action, assessing resources, defining program structure, developing contingency plans, producing a written document of plan), and conducting formative evaluation of this planning function;
3. management function which includes the execution of the plan;
4. evaluation function which includes the summative assessment and measurement of outcomes.

Chapter 3

METHODOLOGY AND PROCEDURES

This study primarily involved the developmental methodology. It began with an extended search of literature which helped provide a conceptual framework for the creation of the planning model. The literature review included an ERIC search, a survey of the current journals in the field , and a study of the resources available at the University of Manitoba and Winnipeg Bible College libraries.

Ten colleges, universities, and organizations were consulted by letter (see Appendix A). These organizations were asked to forward copies of related planning models. Also they were asked to recommend other helpful resources. The information and sample copies of planning models collected from this campaign were taken into consideration as a draft of the planning model was formulated for the Student Development Department at Winnipeg.

All significant departmental planning procedures were gathered and categorized. This material was incorporated into the development of the planning model. The departmental staff members were consulted as part of the process. The design and nature of the model was discussed. Any helpful suggestions that they offered were considered in the creation of the planning model.

The first draft of the planning model was completed. It included but was not limited to the following principal elements: pre-planning functions; mission clarification; objective

clarification; needs assessment; strategic planning format; operational planning format; plan implementation procedures; and evaluation process.

The Vice-president for Development was then consulted to make final recommendations and validate the document. Revisions were made were deemed necessary. A final draft was produced and submitted to the president of the college for approval and subsequent implementation.

Definitions of Terms

For the purpose of this study, **strategic planning** was defined contextually as an operative scheme for clearly articulating the vision for the future and stating the procedures for the execution of that vision.

Assumptions

The following assumptions were made in conjunction with the development of a strategic planning model.

1. It was assumed that the evaluation of the Vice President for development of the plan was reliable and valid.
2. It was assumed that the planning model would be engaged for major projects, not merely for incidental and routine administrative duties.

Limitations

The following significant limitations were inherent in the above study.

1. Systematic planning is certainly no panacea. Though effective planning is likely to improve the institution's chance of future success, it is not a cure for all organizational maladies.

2. While planning models from other institutions were surveyed, limited materials were considered adaptable to this study.

3. While other colleges may be interested in the completed planning model, significant adaptations might be required, limiting the transferability of this project.

Chapter 4

RESULTS

The literature review was completed and organized under three classifications as follows: first, the necessity of institutional planning was established with the support of recent studies; second, an overview of suggested formats for planning procedures was presented from relevant studies; and third, helpful models and resources related to the formulation of a planning model were identified. Upon completion of the review of literature, it was confirmed that strategic planning procedures are essential for the successful operation of any educational institution. As well, a number of key components of a planning model were identified from the studies surveyed.

Seven of the ten organizations written, responded to the request for models of planning related to Student Development or Student Affairs. Of the seven respondents, four contributed planning models or related documents. Several other models of planning were collected as well. Although these models were helpful in fostering ideas, limited material was actually incorporated.

As described in the previous chapter, all essential departmental planning procedures were gathered and incorporated into the development of the planning model. The four departmental staff members were consulted as part of the process. A rough outline of a planning model was presented to them. The design and nature of the model was discussed. Other

administrators were consulted as well at this point. Any helpful suggestions that were offered were considered in the creation of the planning model. There was a consensus of opinion that the planning model outline as presented was appropriate and appeared to meet the departmental needs. Some concern was raised over the extensive detail of the proposed planning procedures. It was clarified that the final model would be used for significant planning projects rather than incidental, daily, or routine activities and duties.

The first draft of the planning model was completed. The planning diagram of the model was an adaptation primarily of Van Ausdle's (1980) Comprehensive Planning Process model and secondarily of Rogers' (1990) Applied Strategic Planning Model. The completed model included but was not limited to the following components: pre-planning function; mission clarification; objective clarification; needs assessment; strategic planning format; operational planning format; plan implementation procedures; and evaluation process.

The planning model format consisted of a planning diagram, a written description of planning procedures, a planning worksheet, and a planning priority sheet. Although not formally a part of this study, an institutional planning cycle and schedule were prepared along with the departmental planning model, to illustrate the entire planning process of Winnipeg Bible College (see Appendix B).

The Vice-president for Development was then consulted to make final recommendations and validate the first draft of the planning model. Revisions were made where deemed necessary. A final draft was produced and submitted to the president of the college for approval and subsequent implementation (see Appendix B).

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The results of this study were, indeed, related to the purpose of this practicum, which was to develop a strategic planning model for the Student Development Department at Winnipeg Bible College. Through the carefully defined procedures, an acceptable planning model was created. The expectations of this project must be tempered by the assumptions and limitations cited earlier in this document.

The literature review was related to the purpose of this study in at least three ways. First, it was established through the literature review that strategic planning is essential for the well-being of any post-secondary educational institution.

Second, the literature was helpful in providing a structure for planning procedures. The literature reviewed, consistently identified specific key planning components. Models presented by Van Ausdle (1980) and Rogers (1990) provided the most relevant concepts in the formulation of an eclectic strategic planning paradigm. However, few other studies, directly related to the strategic planning process of the student development department, were ascertained.

Finally, several other models and resources, related to the formulation of a planning model, were identified from the literature and collected documents. However, the response

indicated significant deficiencies in planning procedures related to student development or student affairs.

Conclusions

Furthermore, it was concluded that the created model may encourage and facilitate improved internal-departmental communication in conjunction with strengthening short-term and long-term planning. Greater proficiency in informing students of planned events and activities may also be the result of an effectively implemented planning model. Finally, student retention and student recruitment may be increased as a result of improved services and activities planned for the enjoyment and satisfaction of students.

Implications

A number of implications became apparent from the preceding conclusions. First, awareness must continually be generated of the importance of strategic planning, not only within the department but also throughout the institution. There must be a serious commitment to the implementation of planning principles and procedures at all levels of management. Second, a college that seeks to deliver education with excellence, must develop a strong sense of confidence and credibility with its constituency, through efficient, visionary planning and subsequent promotion of such strategies.

Finally, it became apparent that a departmental planning model must be integrated and incorporated with the overall

institutional planning cycle. The two-tiered level of management and planning is inherent to higher education.

Recommendations

The following recommendations were made as a direct result of this study:

1. It is recommended that the planning model be implemented as part of the departmental planning procedures for the 1991-92 fiscal year.
2. It is recommended that a complete planning manual be developed specifically for all significant events and activities organized by the Student Development Department at Winnipeg Bible College. Such a manual would incorporate the newly created strategic planning model with detailed descriptions including, purpose, procedures, persons responsible, resources needed, schedules, and methods of evaluation.
3. It is recommended that the newly created planning model be presented at professional development conferences, for student deans, in response to the apparent lack of availability of such models.
4. It is recommended that an overall institutional planning cycle and schedule (see example in Appendix B) be implemented at Winnipeg Bible College.

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APPENDIX A

TRANSMITTAL LETTER

WINNIPEG BIBLE COLLEGE AND THEOLOGICAL SEMINARY

October 24, 1990

Dr. Russell R. Rogers
Director Graduate Programs
Azusa Pacific University
Alosta at Citrus
Azuza, CA 91702
USA

Dear Dr. Rogers;

Greetings from Winnipeg Bible College and Seminary. I am currently completing a practicum project in partial fulfilment of a doctoral program. The project, the creation of a strategic planning model for the Student Development Department at Winnipeg, will consist of the annual program planning process as well as strategic long term planning (2 - 5 years).

Would you please forward a copy of such a model from your institution if this is available? If you are unable to supply the requested material, would you be able to recommend a model or related resource material?

If there is a cost involved, I would be glad to reimburse your institution. Your assistance is greatly appreciated.

Sincerely,

Arnold Friesen
Dean of Student Development

AF/jh

Otterburne, Manitoba, Canada R0A 1G0 Tel: Winnipeg (204)284-2923 Otterburne (204)433-7488

APPENDIX B

STRATEGIC PLANNING MODEL

STRATEGIC PLANNING PROCESS MODEL

FOR STUDENT DEVELOPMENT

at

Winnipeg Bible College

Prepared by Arnold Friesen
Dean of Student Development
January, 1991

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MISSION AND OBJECTIVES

WINNIPEG BIBLE COLLEGE MISSION

The mission of Winnipeg Bible College is to educate Christians at the university level in the context of an evangelical faith commitment, emphasizing biblically-centered studies, establishing skills for productive public and personal ministries.

STUDENT DEVELOPMENT DEPARTMENT MISSION

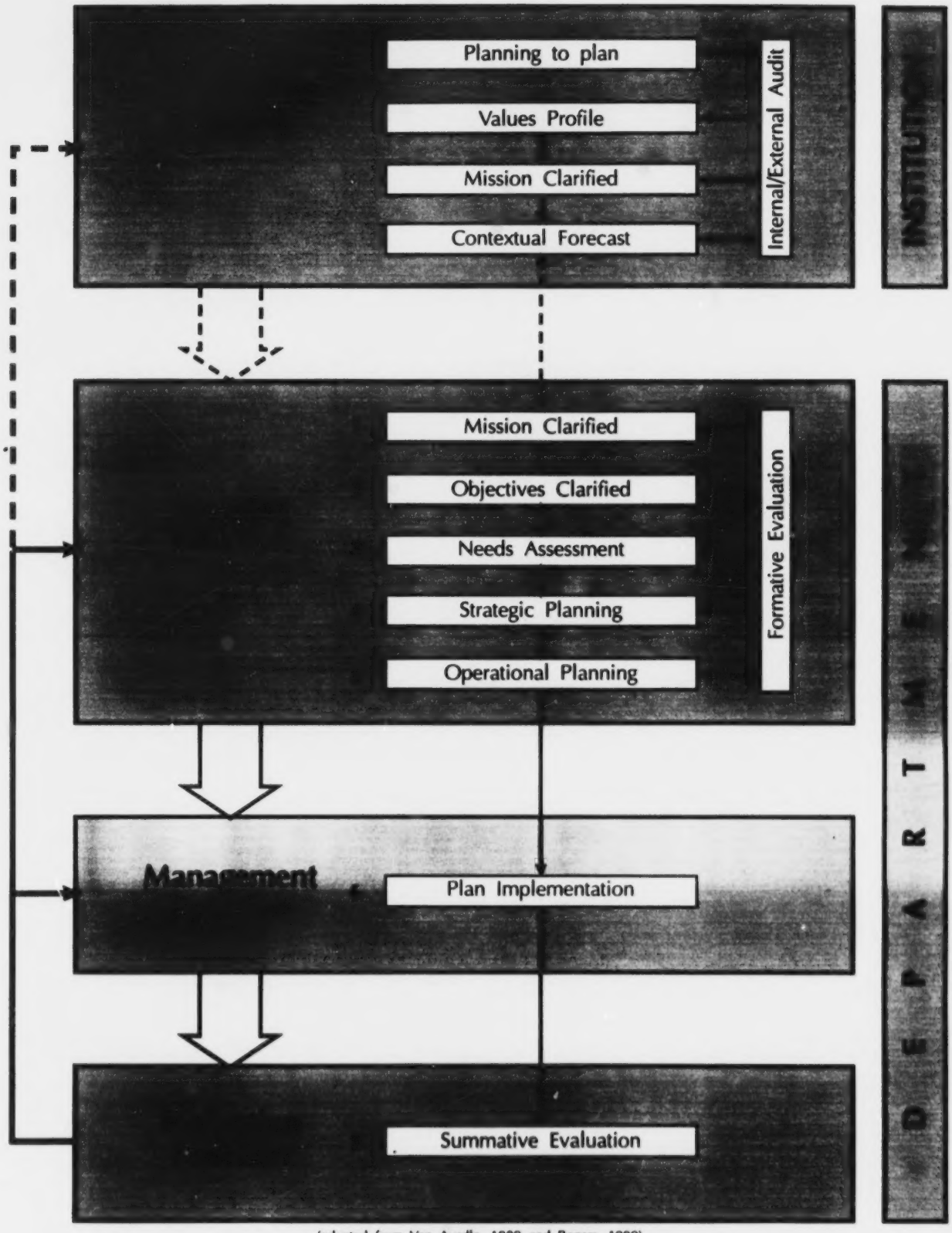
The mission of the Student Development Department is to provide the students attending WBC with the leadership, instruction, and environment for meaningful and enriching Christian community life, and to offer directional guidance and corrective counseling necessary to accomplish progressive developmental tasks.

STUDENT DEVELOPMENT DEPARTMENT OBJECTIVES

1. To support the overall mission of the institution
2. To facilitate student acquaintance, development, and services
3. To provide leadership, instruction, and environment for meaningful community life
4. To offer the necessary directional guidance and corrective counseling for students
5. To maintain good working relationships and communication with all departments
6. To provide recreation and athletic opportunities for students
7. To administer Community Life Expectations
8. To hold weekly planning and problem solving meetings
9. To conduct regular departmental team development meetings

STRATEGIC PLANNING MODEL

Strategic Planning Model
for the Student Development Department at Winnipeg Bible College



(adapted from Van Ausdle, 1980 and Rogers, 1990)
Prepared by Arnold Friesen

Project Coordinator_____

Date_____

Student Development Department
Planning Worksheet

Project/Program Title _____

_____

○ 1. Mission Clarification

Project supports Institutional Mission by _____

_____

Project supports Departmental Mission by _____

_____

○ 2. Objective Clarification

Project supports Departmental Objective # _____

By _____

○ 3. Needs Assessment

Method of assessment _____

Results of assessment _____

_____

_____

○ 4. Strategic Plan (What should be done)

Prioritized? Yes___ No___ (Attach Priority Sheet)

List Specific Goals:

1. _____
2. _____
3. _____
4. _____

Contingency plan _____

_____

○ 5. Operational Plan (What can be done)

Resource assessment: Staff _____ Facilities _____

Budget Completed _____ Total Cost $ _____ Approved _____
Initialed by Department Head

Acct # _____ P.R.# _____ End Use _____

List Procedural Steps	Schedule Begin	Schedule Complete	Responsible Person
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

○ 6. Plan Implementation

Implementation of Operational Plan approved _____
Initialed by Department Head

_____

Define responsibilities

Fine tune procedural steps

Manage project (schedule/budget/resources/facilities)

○ 7. Evaluation

Describe Method of Evaluation _____

How well did project/program accomplish the objectives? _____

_____

Number of participants _____ How did participants react? _____

_____

Total cost of completed project $ _____

Was the project effective? Yes___ No___ Somewhat___

Explain _____

Final Comments/Recommendations

Continue/Repeat Project? Yes___ No___

Modify Project? Yes___ No___

Explain _____

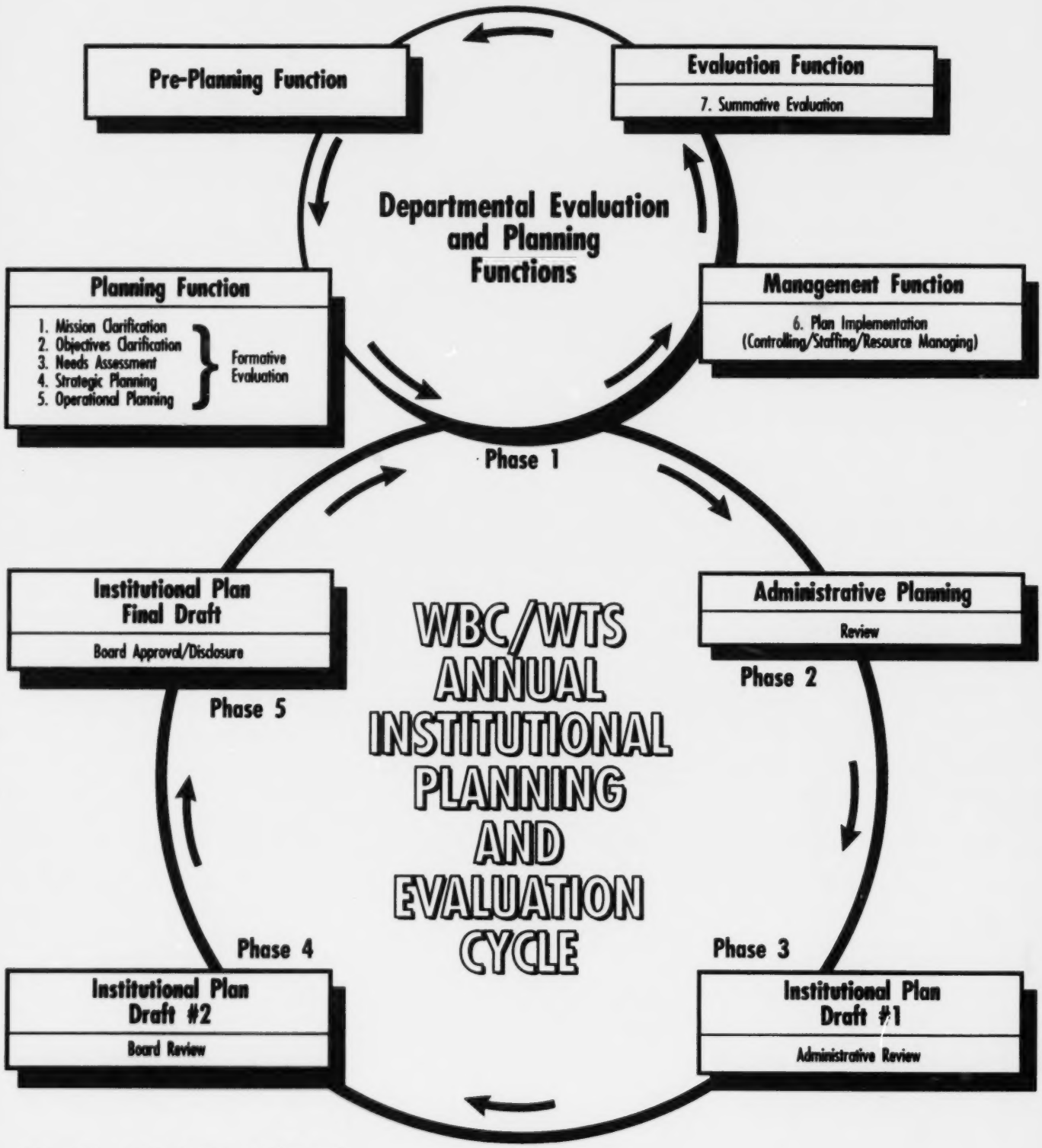
_____

_____

_____

Project Completed _____ Date _____
Signature of Department Head

Annual Planning and Evaluation Cycle
Winnipeg Bible College and Theological Seminary



Prepared by Arnold Friesen, 10 Dec 1990

Winnipeg Bible College and Theological Seminary

Annual Planning and Evaluation Cycle

PHASE	TIME PARAMETER	PLANNING COMPONENT	LOCUS OF RESPONSIBILITY
1 DEPARTMENT PLANNING	May—October	Departmental Planning and Evaluation	Administrators
2 ADMINISTRATIVE PLANNING REVIEW	Week of October 1	Recommendations Reported to Administrative Committee	Administrators
	Week of October 15	Prioritization and Integration of Planning	Administrative Committee
3 INSTITUTIONAL PLAN DRAFT #1 ADMIN REVIEW	Week of November 15	Submission of Planning Draft #1 to Administrative Committee	President
	Week of December 1	Departmental Review of Planning Draft #1	Administrators
	Week of December 15	Departmental Report to Administrative Committee	Administrators
	Week of January 15	Administrative Workshop Review of Planning	Administrative Committee
4 INSTITUTIONAL PLAN DRAFT #2 BOARD REVIEW	Week of February 1	Submission of Planning Draft #2 to Administrative Committee for Validation	President
	February Board Meeting	Submission of Planning Draft #2 to Board for Initial Review	President
	Week of March 15	Administrative Workshop Review of Board Recommendations	Administrative Committee
5 INSTITUTIONAL PLAN FINAL DRAFT BOARD APPROVAL DISCLOSURE	April Board Meeting	Submission of Final Planning Draft to Board for Final Approval	President
	April Year-end Conference and Graduation	Disclosure and Communication of Institutional Plans to WBC/WTS Community and Constituency	President

Prepared by Arnold Friesen, 10 Dec 90

259-1290

PLAN PRIORITY SCALE FORM

Project _____ Date _____

Department _____

1. _____		___1s
2. _____	1 2	___2s
3. _____	1 2 3 3	___3s
4. _____	1 2 3 4 4 4	___4s
5. _____	1 2 3 4 5 5 5 5	___5s
6. _____	1 2 3 4 5 6 6 6 6 6	___6s
7. _____	1 2 3 4 5 6 7 7 7 7 7 7	___7s
8. _____	1 2 3 4 5 6 7 8 8 8 8 8 8 8	___8s
9. _____	1 2 3 4 5 6 7 8 9 9 9 9 9 9 9 9	___9s

INSTRUCTIONS

STEP ONE — Go down the first column of numbers and circle the one most important. Compare item 1 with item 2. Next compare item 1 with item 3, then 1 with 4 and so on.

STEP TWO — Continue the process by moving one row to the right and comparing item 2 with item 3. Then compare 2 with 4 and 2 with 5, each time circling the number most important. When one row is completed move over one more row to the right. Follow this procedure for all categories.

STEP THREE — Once the comparison is completed, add up the total number of 1s, 2s, 3s, 4s, etc., and record the results under "Total Circled" in the far right column.

(adapted from Rush, 1964)

STRATEGIC PLANNING MODEL EXPLANATION

STRATEGIC PLANNING MODEL EXPLANATION

PRE-PLANNING FUNCTION

Primary Responsibility: The President and the Administrative Committee

Note: The pre-planning function is primarily concerned with the general institutional mandate and how this relates to the proposed departmental planning activity. Internal and external audits must be performed periodically to monitor trends (e.g. demographics, priorities, resources, etc.). This function is engaged only when deemed necessary. The regular departmental planning function could proceed without a detailed pre-planning function.

Departmental planning is PHASE 1 of the Institutional Annual Planning Cycle.

PLANNING TO PLAN

Is the timing right?
Is this project important enough to warrant investigation?
If all systems are "go" the decision is made to proceed with the project.

VALUES PROFILE

Do the people, the purposes, the procedures and the desired products or outcomes of the planning activity reflect or support the institutional values?

MISSION CLARIFICATION

The mission of Winnipeg Bible College must guide every planning activity of the Student Development Department. Does each project or program support the institutional mission? Periodically, the mission should be reviewed by the institution to determine the need for revision.

The mission answers the following questions:

What function does WBC perform? (purpose/product)
For whom does WBC perform this function? (product/people)
How does WBC proceed to fulfill this function? (people/process)

CONTEXTUAL FORECAST

The contextual forecast is the final check-point of the pre-planning function. This stage is concerned with the future. It seeks to predict future trends. Necessary adjustments are made on the basis of calculated research when related data are available.

PLANNING FUNCTION

Primary Responsibility: The Dean of Student Development

Note: This function represents the main procedure for mobilizing departmental planning activities. Ongoing formative evaluation must be conducted at each stage of this function. If at any point the proposed activity no longer represents the interests of the institution or the departmental mission and objectives, the procedures are aborted or revised.

Planning Worksheet: The Student Development Department Planning Worksheet is completed in accordance with the following stages of planning.

1A. MISSION CLARIFICATION

1B. The mission of the Student Development Department must be the guiding principle of all planning activities generated within the department.

2B. Each project and program must be clearly relevant to the departmental mission.

3B. This statement should be reviewed periodically to ensure its relevance to the institutional mission and subsequent fulfillment of the departmental mandate.

2A. OBJECTIVE CLARIFICATION

1B. Ensure that planning activity in fact aligns or supports one of the departmental objectives

2B. Review of objectives should take place on an annual basis or more frequently when deemed necessary

3A. NEEDS ASSESSMENT

1B. General assessment of student needs through preview of files

2B. Specific assessment of student needs: interviews, standardized instruments, questionnaires, etc.

3B. Identification and analysis of demographic characteristics

4B. Developmental assessment through use of Student Management System

5B. Staff personnel, resource, and facility assessment

4A. STRATEGIC PLANNING

1B. Determine what should be done

2B. Prioritize with "Priority Scale Sheet"

3B. List specific goals

4B. List contingency plan

5A. OPERATIONAL PLANNING

1B. Determine what can be done
2B. Identify all sources of fiscal support
3B. Develop a budget
4B. Determine required human resources
5B. Identify all facility and supply needs
6B. Identify target population
7B. Finalize time-frame
8B. Identify effective publicity and promotion
9B. List procedural steps (beginning and completion dates)

MANAGEMENT FUNCTION

6A. PLAN IMPLEMENTATION

1B. Approve Operational Plan
2B. Define responsibilities
3B. Fine-tune procedural steps
4B. Proceed with the actual implementation of the operation plan
5B. Manage project (schedule/budget/resources/facilities)
6B. Collect evaluation data

EVALUATION FUNCTION

7A. SUMMATIVE EVALUATION

1B. Describe method of evaluation
2B. Apply evaluation data and determine accomplishment of objectives
3B. Determine effectiveness of the program/project
4B. Make recommendations for program continuation, modification, or abandonment
5B. Evaluate fiscal accountability
6B. Declare completion of program/project

PROCESS MODEL
FOR STUDENT DEVELOPMENT

PROCESS MODEL for STUDENT DEVELOPMENT

This document defines the primary responsibilities of the Student Development Department. Planning functions are regularly conducted within the following categories.

1A. PROCEDURE STRATEGIES FOR CHANGE FUNCTION

1B. Instructional - the teaching/learning process
- 1C. Student Governance and Residential Leadership Training program
- 2C. Orientation: students and parents
- 3C. Introduction to College Education course for freshmen
- 4C. Chapels: Student Development Department and R.A.
- 5C. Community Life Meetings

2B. Consultational - counseling and advising
- 1C. Personal counseling
- 2C. Crisis counseling
- 3C. Career development counseling
- 4C. Premarital counseling
- 5C. Tutorial assistance program

3B. Environmental - conducive climate for personal development and learning
- 1C. Residential programming
- 2C. Facility supervision
- 3C. Faculty firesides

2A. SUPPORT SERVICE FUNCTION

1B. Student Work program

2B. Communications
- 1C. Master calendar
- 2C. Student welcome letters
- 3C. Orientation brochures
- 4C. Daily announcement sheet
- 5C. Departmental resource service brochures

3B. International students
- 1C. Support group
- 2C. Orientation luncheons
- 3C. Host families program
- 4C. Pot-luck dinners

4B. Child care
- 1C. Babysitting arrangements
- 2C. Children's gym parties

5B. Big Brother/Sister program

6B. Garage sale administration

7B. Student appreciation
- 1C. Exam snacks
- 2C. Valentine cakes

8B. Health program
  1C. Assignment and supervision of Nurses
  2C. Supply maintenance
9B. Housing services
  1C. Apartment rentals
  2C. Housing information service
  2C. Summer school housing arrangements
10B. Miscellaneous services
  1C. Carpool coordination
  2C. Locker assignments
  3C. Parking assignments

3A. STUDENT ACTIVITY FUNCTION

1B. Recreation
  1C. Intramurals
  2C. Tournaments
2B. Athletics
  1C. Recruitment and supervision of coaches
  2C. Supervision of varsity team program
3B. Recreational Facilities and Equipment management

4A. SPECIAL ASSIGNMENT FUNCTION

1B. Teaching appointments
2B. Committee advising
  1C. WBC Student Council
  2C. WBC Yearbook committee
  3C. WBC Social Concerns committee
  4C. WBC Social Recreation committee
3B. CACSD chairperson
4B. AABC visiting team member
5B. ATS Self-study Student Development Sub-committee chairperson
6B. Committee duties
  1C. Administrative committee
  2C. Student Assistance committee
  3C. WBC/WTS faculty meetings
  4C. Enrollment management/Student development strategic planning committee
  5C. WBC/WTS Student Life committee chairperson
  6C. WBC Chapel committee
  7C. Retention task force committee
7B. Professional development
  1C. CACSD annual conference
  2C. ACSD annual conference
  3C. Special seminars and courses
  4C. Ed.D. program

5A. LONG-RANGE PLANNING FUNCTION

1B. International student track in Introduction to College Education
2B. Increased remuneration for Residential Leaders
3B. Repair or re-sod soccer field
4B. Additional computer terminal for the department
5B. Enlarged trailer park
6B. Develop children's playground
7B. Expansion of career planning services
8B. Special student overseas ministry teams
9B. Associate Dean for married and seminary students

[adapted from Barr and Cuyjet, 1983]

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